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### Strategies for managing dyspraxic children

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- Give the child as much encouragement as possible and make sure they are not made to feel a failure
- Be aware of their difficulties and give strategies to reduce the frustration they experience particularly when required to complete written work
- Break down activities and tasks into smaller components
- Teach the child strategies in order to help them remember and organise themselves (e.g. use of diaries and lists)
- Assist with short term verbal memory tasks by not giving too many words in dictation and asking the child to repeat instructions to you
- Use strategies to help with copying from the board by using different colours per line or giving a ruler to copy text for each line.
- If demonstrating activities, break down the tasks into stages and give a few at a time
- Allow the child to finish a task before moving on; they will feel a failure when work is consistently left incomplete
- In P.E. ensure the child is given activities that will build up their particular abilities and enhance their gross and fine motor co-ordination
- Ensure that where required assistance is given to the pupil to find their way around as they may forget where they are supposed to be
- Allow access to word processors/lap tops/palm tops if they are available

- Work with parents as they know their child better than anyone else
- Ensure that there is good liaison with medical professionals
- Be aware that during sudden growth spurts difficulties may manifest themselves to a greater extent
- Encourage a close relationship with another child who can act as a mentor especially for the first few months following transfer to secondary school
- Ensure that instructions are always clear and precise

With the right support and encouragement children with dyspraxia **can do well in school**, and central to this success is the teacher and school having a positive and proactive approach to the child's development, matched by a commitment to work with a range of professionals to support individual needs. Central to educational success for children with dyspraxia and their families is the need for **early intervention**, and a readiness by schools to develop IEP's that **identify specific strategies** to provide holistic approaches to social, emotional, physical and intellectual development.